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ABSTRACT

This handbook is for counselors, teachers, and administrators involved in administering or delivering elementary school counseling services. It describes Alberta Education's position on counseling in Alberta (Canada) primary schools. It also provides a source of practical ideas and resources for elementary school educators to enhance the delivery of programs and services as an integral component in a child's schooling. The handbook is divided into four parts with appendices. Part 1 deals with some key components of counseling programs and services at the elementary school level and suggests steps to set up a comprehensive program and services. Part 2 focuses on various issues that face counselors and others on the student support team, including abuse, academic performance, death and loss, misbehavior, etc. Part 3 outlines selected strategies to help resolve the issues. Part 4 is an annotated compilation of resources used successfully by counselors in Alberta schools. The appendices contain sample forms that may be used in elementary school counseling. (JE)

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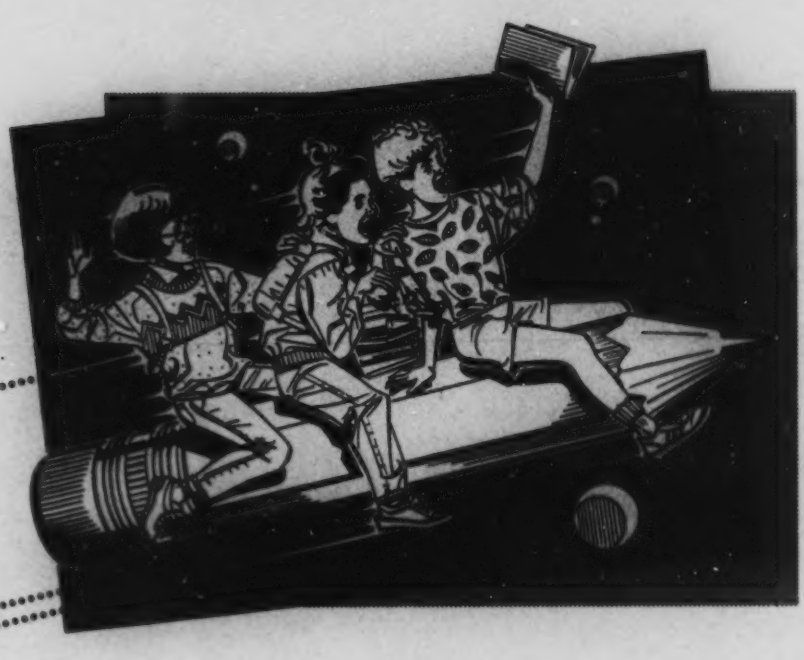
# Creating A Positive Place Called School



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## Issues, Strategies and Resources: Elementary School Counselling

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# MANIFESTO FOR CHILDREN

(1) DON'T BE AFRAID TO FALL IN *LOVE* WITH SOMETHING & PURSUE IT WITH *INTENSITY*.

(2) KNOW, UNDERSTAND, TAKE PRIDE IN, PRACTICE, DEVELOP, EXPLOIT, & ENJOY YOUR GREATEST STRENGTHS.

(3) LEARN TO FREE YOURSELF FROM THE EXPECTATIONS OF OTHERS & TO WALK AWAY FROM THE GAMES THEY IMPOSE ON YOU.

☆ FREE YOURSELF TO PLAY YOUR OWN GAME.

(4) FIND A GREAT TEACHER OR MENTOR WHO WILL HELP YOU.

(5) DON'T WASTE ENERGY TRYING TO BE WELL ROUNDED.

(6) DO WHAT YOU LOVE AND CAN DO WELL.

(7) LEARN THE SKILLS OF INTERDEPENDENCE.

*By*
*E. Paul*
*Torrance*

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# Creating A Positive Place Called School

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Elementary School Counselling

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The primary intended audience for this document is:

| | |
|---|---|
| Administrators | √ |
| Counsellors | √ |
| General Audience | |
| Parents | |
| Students | |
| Teachers | √ |

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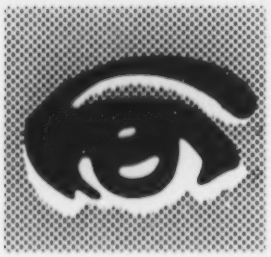

# Overview

This handbook was written for counsellors, teachers and administrators involved in administering or delivering elementary school counselling services.

There are a number of documents that describe Alberta Education's position on counselling in Alberta schools, such as *Guidance and Counselling Services in Alberta Schools* (1986). Relevant sections from this reference and other resources are noted in this handbook.

This manual also provides a source of practical ideas and resources for elementary school educators to enhance the delivery of programs and services as an integral component in a child's schooling.

**Mission Statement:**

To provide the best possible counselling for all Alberta students in the areas of educational planning; career awareness, exploration and decision making; and personal-social development.

**Our Policy Statement:**

Alberta Education supports the provision of guidance and counselling services for all students as an integral part of the regular school services and programs.

When specific theories or models are mentioned in this manual, it is to illustrate their possible application, not to advocate the use of one over another.

This handbook is divided into four parts with appendices.

- **Part I** deals with some key components of counselling programs and services at the elementary school level as well as steps to set up a comprehensive program and services.

- **Part II** focuses on the various issues that face counsellors and others on the student support team.

- **Part III** outlines selected strategies to help resolve the issues.

- **Part IV** is an annotated compilation of resources used successfully by counsellors in Alberta schools.

- **The appendices** contain sample forms that may be used in elementary school counselling.

# Prologue: Selected Case Studies

***Joey, a bright likeable Grade 1 student, is not learning to read. His teacher has identified some areas of strength and weakness but would like some formal assessment to help her plan effectively for Joey's learning needs.***

*Marla is constantly fighting with her peers. Lately her grades have taken a nose dive. This is out of character and a phone call home reveals a separation is imminent. Marla is angry and uncooperative at home and at school.*

*Sammy, Eddy and Karen can't find their notes, their desks look like disaster areas. They say they would like to get organized but don't know how.*

*Ms Jones, the Grade 5 teacher, says there is a lot of name calling and teasing in her class. She is concerned that this is becoming a habitual way of interacting among the students.*

***Sarah is beginning Grade 1 and has gone to the school office three days in a row saying that she is sick and wants to call her mother. Her mother reports that Sarah gets "better" as soon as she is home.***



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*Kyle is a bully. Many children say they are afraid of him. Teachers have noticed that some other children have started to hang around with him and are copying his behaviour.*

***Pablo is a refugee from another country and he has just come to Canada with his family. He barely speaks English and cannot cope with the Grade 5 program.***

*At the staff meeting, the principal encourages all teachers to set educational goals with their students. Several teachers indicate they need appropriate materials and sample lessons to get started.*

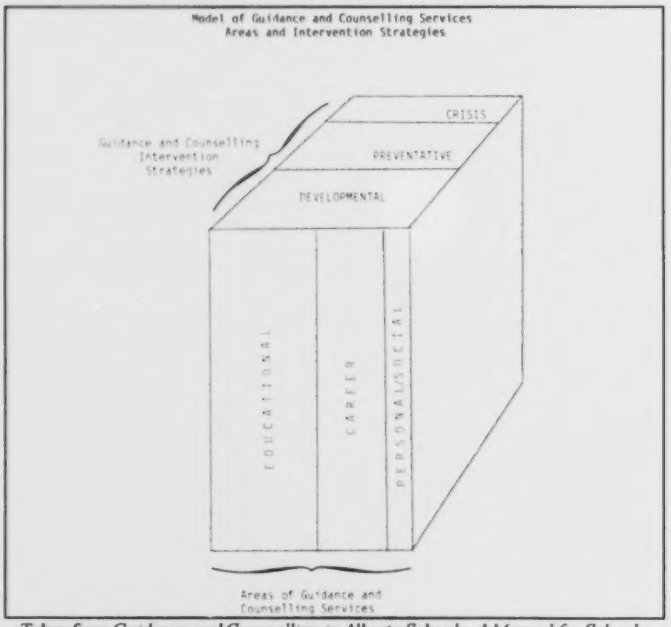
These are situations teachers face daily in elementary schools that cause them to make referrals to counsellors. Generally, a counsellor relies upon a variety of skills, techniques and strategies to help solve problems. These scenarios illustrate that counsellors not only work with individual children experiencing difficulties but also help teachers work with students, teach classes and work with parents to help them become part of the education/counselling team.

# Part I:

# What is Elementary School Counselling All About?

The following sections describe the purposes of elementary school counselling, the developmental characteristics of children, and the essential skills, characteristics and roles of school personnel in delivering elementary school counselling programs and services.

## The Alberta Education Model of Guidance and Counselling




Taken from *Guidance and Counselling in Alberta Schools: A Manual for School Jurisdictions*, 1984, pg. 11.

The Alberta Education model of guidance and counselling advocates the delivery of counselling programs and services to students in the following areas:

- educational
- career
- personal/social.

Counselling strategies are to address three levels of intervention:

- developmental
- preventive
- crisis.

## The Purpose of Elementary School Counselling

The goal of counselling in elementary school is to make learning a positive experience. The following objectives contribute to this goal.

**Objectives of Elementary School Counselling:**

- to help create a positive school environment where children can learn and achieve successfully
- to facilitate communication among students, teachers, administrators, parents and others who may be part of the educational team
- to increase social effectiveness and ability to cope
- to learn decision-making skills
- to improve personal and social relationships
- to facilitate changes in behaviour.

Counselling in the elementary school setting is best understood as both a program and set of services available to enhance children's learning. A variety of techniques, strategies and approaches are available to counsellors to improve student learning.

## The Uniqueness of the Population

### Developmental Perspectives of Elementary Children

In the elementary school, counselling is more effective if it is carried out within a developmental framework that deals with the "normative stages, tasks and crises" (Egan, 1986) that are part of that age group. The elementary grades from Early Childhood Services to Grade 6 encompass a broad developmental range from ages 4½ to 12 and demand that counsellors be aware of the expectations and limitations of children at each level.

This population may also include exceptional children such as gifted, visually impaired, hearing impaired, learning disabled and mentally challenged children.

The perceptions of young children are limited by their egocentricity. Their speech and thoughts are dominated by the their own internal cognition and point of view. Therefore, it is difficult for them to grasp the notions of social interest and cooperation, as they usually do not fully appreciate the needs of other individuals or the group. They may not understand the need to take responsibility for their own learning or even see the need to be in school. Children are also limited in their

•Early learning is fundamental to later development. The knowledge, skills and attitudes developed by the end of the elementary curriculum are vitally important in shaping later learning.

At first, children view the world primarily from their own perspective. Over time, they gradually grow in their ability to view events from other perspectives as well.

The younger the student, the more likely the need for learning experiences to be direct rather than vicarious, explicit rather that implicit, concrete rather that abstract, and active rather that passive. As they mature, students will continue to need direct experiences, particularly when learning unfamiliar concepts.

The development of the intellect is greatly influenced by social, emotional and physical development.

Significant shift in the development of children occurs at about age eight or nine and necessitates different instructional strategies and organization for learning.

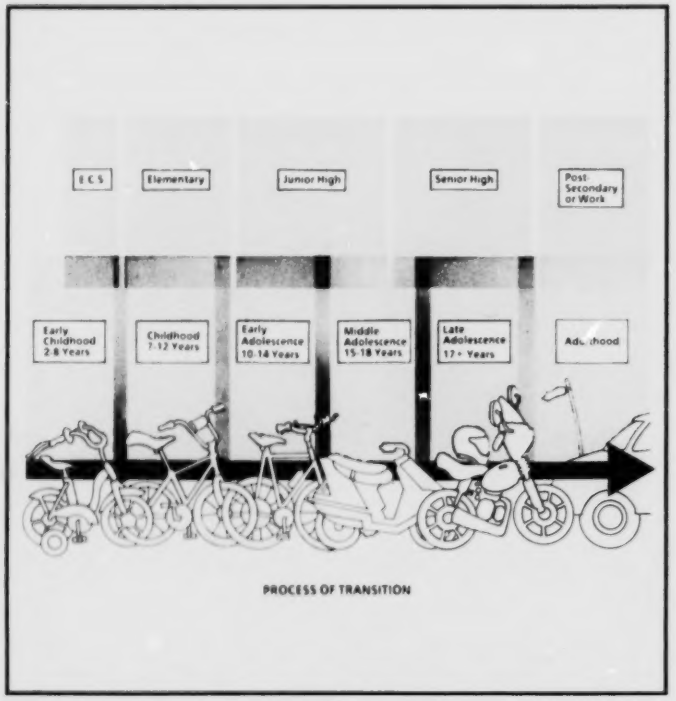
Students differ from one another in a number of educationally relevant ways, including:

- speed or pace of learning
- personal traits, interests and goals
- learning styles.

Family influences are lifelong. Though schools contribute much to a child's learning, that which is learned in the family has a continuing impact.

•All the above are excerpts taken from *Guide to Education -Elementary School Handbook (ECS to Grade 6)* 1991-92. pg. 11-14.

problem-solving ability by their level of cognitive development and their lack of experience in dealing with life. Developmental counselling can help children emerge from their self-centered view of the world and move toward acceptance of others. It is important that all "players" on the child's team focus attention on the child's level of development. Positive development of children is fostered by a team of caring, supportive individuals.




Taken from *Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers*, August, 1987, pg. 4.

# The Elementary School Counsellor

An elementary school counsellor performs many tasks. The tasks performed by elementary school counsellors in Alberta fall into the following 10 clusters.

**Counsellor's Tasks:**

- individual counselling/crisis
- individual counselling/assisting in skill development
- group counselling
- classroom-related activities
- contact with outside programs
- contact with outside agencies
- group training
- in-school education programs
- school committees/work within organization
- testing.

See Appendix A for the complete list of duties associated with these clusters.

# Competencies and Characteristics of the Elementary School Counsellor

The following competencies and characteristics are desirable in the elementary school counsellor.

## Academic qualifications and skills

Counsellors are:

- eligible for certification as a teacher in Alberta
- qualified to engage in individual, large and small group counselling
- able to conduct a career education program in the elementary school
- able to implement classroom management and behaviour management strategies
- able to assist with elementary curriculum development and program evaluation
- able to utilize individual and group assessment techniques, including behavioural observations, and interpret them in a meaningful manner to parents and teachers
- advocates of results-based approaches in education
- engaged in counselling program organization and development
- able to promote an understanding of child development
- able to take an active role in the child support-team approach in dealing with referrals.

## Personal characteristics and skills

Counsellors:

- are innovative and creative
- demonstrate the ability to get along with people at all age levels
- are willing to become involved in the total education of the child
- model a positive attitude toward children and the educational process
- possess the ability to work effectively within the school and community setting
- put forward definite ideas for program development
- have the ability to relate to teachers in a positive manner
- show a willingness to approach parents in a direct and sincere manner.

# Role of the Principal

The principal and other members of the administrative team play an important role in the setting up and maintaining vital elementary school counselling programs and services. The principal's role includes:

- participating in the selection of the counsellor for the school
- supporting the program

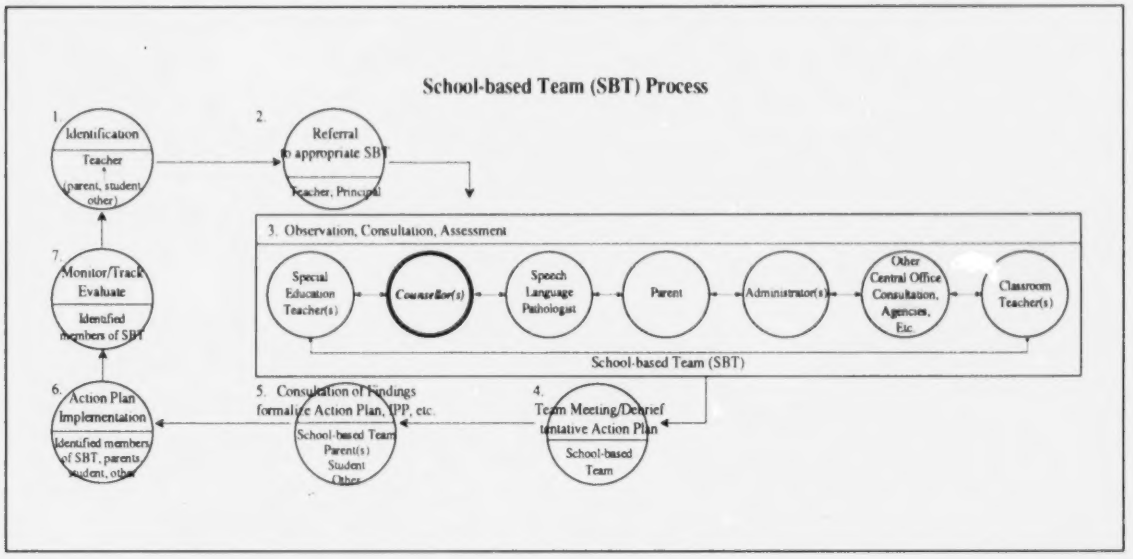
- identifying each staff member's role on the student support team and ensuring active participation
- delegating the responsibility for administering the counselling program to the counsellor
- planning to provide adequate materials and facilities
- providing opportunities for counselling activities in the school schedule
- creating opportunities for inservice training for the staff
- evaluating the counselling program and services in collaboration with the counsellor
- informing the community of the services school counsellors provide and establishing a clear understanding of the program goals and activities
- supporting interagency collaboration
- referring to outside agencies.

## Role of the Teacher

Teachers are an integral part of the student support team and have an important role in the effectiveness of elementary school counselling programs. Teacher involvement includes:

- recognizing children with special needs in order to provide individualized instruction and services for them
- making appropriate referrals to the counsellor to access the counsellor's expertise as part of the student support team

- striving to implement counsellor recommendations
- participating as active members of the student support team to assist children with learning needs and their parents in understanding these needs
- adapting instructional methods to different learning styles
- incorporating career education activities and information into their subject content
- providing good public relations for the counselling programs and services in the school
- engaging in professional growth activities.




This model was developed by Hazel Love Mclaughlin and the school staff at Ardrossan Elementary School, Strathcona County. It is used with their permission.



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# Confidentiality and Other Ethical Considerations

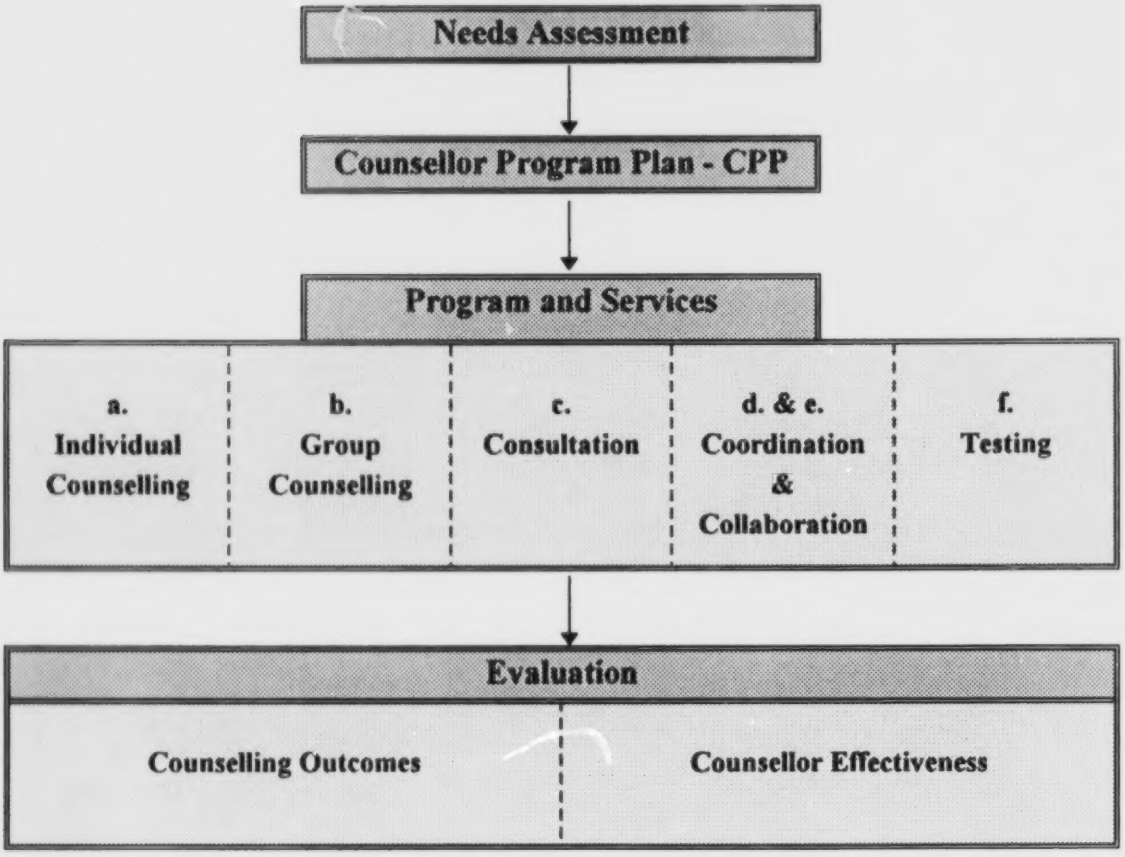
There are some unique ethical and legal issues that pertain to this age group. One issue involves confidentiality – what to disclose to parents or teachers when children reveal something to the counsellor. There are aspects of this communication that parents may **wish to know** and there are guidelines and laws to assist counsellors as to what they **must reveal**. Often elementary-aged children are reluctant participants in counselling because they may not see a need for the behaviour changes that others are trying to impose. How far does the counsellor go in assisting the child to conform to school or home rules before this intervention infringes on individual rights? Intertwined with these issues is the difference in power and authority between adults and children. Children may have rights but they have little voice if adults disagree with them.

Counsellors are to act in the best interests of the students with whom they have contact. One area that each counsellor has to consider is how these ethical considerations affect the process and the outcome of counselling. Elementary school counsellors are bound by the *Alberta Teachers' Association Code of Ethics* (1983), *Guidelines for Ethical Behaviour of the Canadian Guidance and Counselling Association* (1989) if a CGCA member, and, if the counsellor is a chartered psychologist, *Canadian Code Of Ethics for Psychologists* (1991). All these documents guide the counsellor to act ethically.

There may also be district policy directing the communication process. A counsellor must be aware of policies that pertain to reporting child abuse, confidentiality and parent/teacher involvement. In addition, the *Child Welfare Act* stipulates actions to be taken in the case of abuse and penalties for failure to report.

# How to Set Up a Counselling Program

**Schematic of Important Components**



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## Needs assessment

As needs change from year to year, the first step in any school counsellor's program plan is to identify the needs of the school and community. Ideally, there is planned involvement of all members of the student support team so that services can be fully organized and coordinated. In this way, the program can be delivered competently and there can be an accurate measure of outcomes.

There are many ways to conduct a needs assessment, including surveys with students, parents and teachers. If the school is large, it may be necessary to take a random sample to save cost and time. Other ways to gather data are interviews, observation, review of student records and the results of annual program reviews. The best course is to use a variety of methods that change from year to year to get an accurate view of current needs in an unbiased sample. Appendix B contains samples of needs assessment surveys for students, teachers, parents and community agencies.

After the needs assessment, the second step is to determine what support services and resources are available to meet these expressed needs. The list will undoubtedly include the school, the school board and the community. People are the primary resource while materials, equipment and available space must also be part of the appraisal. This assessment helps in the establishment of program goals and objectives. Preventive and developmental considerations are part of the school counselling program in addition to responding to crisis situations.

## Counsellor program plan – CPP

The effectiveness of counselling services depends upon the development of an annual Counsellor Program Plan (CPP). This is a long-range plan stating goals that reflect and address identified needs of the school and its population, short-and-medium range tasks that will meet the goals, and evaluation procedures. Program planning is a conscious, planned activity to ensure that counselling programs and services are comprehensive and effective. See Appendix C for an example.

# Programs and Services

An effective elementary school counselling program includes individual and group counselling, consultation services, the coordination of services both within and beyond the school, assessment services and teamwork through collaboration.

Both individual and group counselling require a referral process. The first step, after a referral has been received, is to meet with the person who made the referral to clarify the nature of the problem. At this point, the counsellor may want to collect further data from school records or observe or talk with the child.

Inform parents and other involved parties about the referral and interview them for relevant information. This can be done face to face or over the telephone. If a meeting is held, request that both parents attend if possible. Effective communication at this stage clarifies perceptions about what services can be offered, the time involved and ensures that all parties agree to the referral. After the counsellor has gathered data, it is time to set goals and plan meetings

that provide the least disruption to the child's regular timetable. Lastly, discussion of each person's role in support of the child is an important aspect of collaboration as a team.

## a) Individual counselling

Many surveys indicate that individual counselling is the most frequently sought and valued service a counsellor provides. Individual counselling is appropriate when there are individual concerns, such as when a child has to make decisions about future goals, needs to enhance current relationships or needs to learn self-direction.

Individual counselling is a process with several parts. The beginning of any counselling relationship is critically important. One way to get started is to meet with the child, explain who made the referral and why it was made. For example, the counsellor may say: "Your teacher is concerned about all the fights you've had with your friends. He thinks you could learn some ways to handle your anger."

Tell children what confidentiality is and what it means in this situation. For example, "Confidentiality means I won't tell anyone what you tell me if you don't want me to tell. There are three times when I will tell. I have to tell somebody else if you say you will hurt yourself; that you will hurt someone else; or that you will break a law." You may have to check to find out if the child understands exactly what you are saying. You may give examples, such as, "I won't tell your parents if you tell me you don't like school." If a child asks why he or she is meeting with the counsellor, the use of phrases such as "because your parents/teacher care(s) about you" can set the tone of support.

The counsellor needs to know how the child sees his or her world because it may be different from the adult view. It is also important to find out if the child agrees with the referral and what she or he is willing to do about the issue — to get a commitment from the student. At the same time, the counsellor also makes a commitment to the student and keeps it.

At this point, the counsellor can discuss counselling procedures and invite the child to participate in activities that are relationship builders. Drawing is an effective means of communication, especially with nonverbal or very young children. Other information-gathering techniques include interviews, worksheets, observation or informal discussion. There are various interview formats that can be useful. Appendix D contains an example. At the end of this first session, set the counselling schedule with the child. It is often helpful to give the child a timetable with the counselling sessions recorded on it. Tell the child the approximate number of times it will be necessary to have meetings.

With young children, the counselling process needs to be concrete, hands-on and obvious. The nature of the referral, the training of the counsellor and the personality of the child will dictate the choice of materials to assist with the counselling process. Make sure the children understand why they are doing an activity and how it will help them solve the problem, address the issue or give them skills to improve. If the students are to complete homework when developing a skill, have them demonstrate that they are able to do the skill. Give them an easy way to record their progress and keep track of how many times they practised the skill outside the counsellor's office. An example is shown in Appendix E.

## b) Group counselling and instruction

There are instances where group counselling is more effective than individual sessions. Group counselling is indicated when children have common problems and need to learn skills to help them cope more successfully with others. In a group, children can learn that others have similar problems. The counsellor can set up task groups to accomplish defined goals.

**Goals of Task Groups:**

- to learn social skills
- to learn to manage anger
- to provide support for children distressed from divorce, alcoholism or bereavement
- to develop positive attitudes towards school
- to give information on social issues that affect children such as unemployment
- to understand different careers and jobs
- to learn study and organizational skills.

Group size is important and depends on the age of the children, their individual needs and ability to handle the group situation. Some groups could accommodate up to 12 students. In practical terms, the number is often lower than that. Structure is vital and the counsellor needs to plan carefully for best results. Use a circle for seating and have the children sit on the floor as it makes wiggling less obvious. Older students may prefer chairs.

Plan the "lesson" to ensure a systematic presentation of concepts. Stick to time limits and show the children how to use their time effectively. For example, adhere to agreed upon schedules and rules, such as, "Each person shares the time." When teaching or demonstrating a skill, time use is under the counsellor's control. On the other hand, recognize that in some parts of the process, such as in the exploration of issues, time should be less controlled.

As group leader, be careful about intervening too much. The counsellor should not become the focus, displacing the emphasis from the students' needs and issues. When students learn they can resolve issues, they experience success, practise useful skills and learn to use time productively.

The leader's job is to model effective behaviours. Counsellors should define this role clearly by what they say and do. Demonstrate assertiveness, e.g., "Everybody sits down now." not, "Can everybody sit down?" Use "I" statements and demonstrate ways to be firm yet gentle.

Group work is a powerful tool employing many counselling skills and can be a difficult approach to master. Training and experience go a long way to increase the effectiveness of group work. It is paramount that the person who wishes to use this approach to provide service to elementary school-aged children understands group dynamics and has the ability to plan carefully.

One practice advocated for some groups is to "salt" the group with a few "good" kids as models for the others. In practice, this is a negative feature because the "problem" children often withdraw or act up more. The mix reinforces their concept of themselves as "bad" kids. Different subgroups don't often listen to each other because they are

on different planes. If the children who are to benefit could learn by modelling alone, they would have changed a long time ago.

Most elementary school counsellors also teach in the classroom. Instruction in the various themes in the elementary health program, preventive programs such as Lions-Quest Skill Development Programs, and units on prosocial skills and thinking skills, are areas where counsellors can lend their expertise. When counsellors teach in these areas it is proper to consider it "group work" and the counselling efforts can be every bit as dramatic as when the group size is smaller.

## c) Consultation

Consultation is a one-to-one or small group situation in which the counsellor helps teachers, administrators and parents to become as effective as possible in their relationships with children. This is a collaborative process in which there are no experts but the counsellor uses communication skills to facilitate, mediate, listen, gather data, help people make decisions and problem solve or resolve conflict. The counsellor may give information or may suggest a variety of appropriate strategies to assist others in their interactions with children. The results of any interventions or assessments may be part of the consultative process.

Issues that are often discussed with teachers are behaviour management, reinforcement theory, learning styles, teaching strategies for learning problems, child development, child protection and program plans for individual student needs.

In the consultation process with parents, topics centre on school programs, learning problems, parent-child communication, discipline and referrals.

Literature written about consultation stresses the value as being very high from the perspective of the counsellor and others involved in the process. As with any counsellor function, carefully plan consultation so that a positive outcome is likely. This is a collaborative relationship and the counsellor must pay attention to this partnership.

## d) Coordination

Coordination takes place both within the school and beyond. Within the school, the counsellor may have the responsibility for coordinating group or school-wide testing, special needs placement and integration needs, Individual Program Plans, peer support programs, counsellor-teacher conferences, Canada Career Week and career-awareness programs, and areas of the health program such as human sexuality in Theme V or drug awareness in Theme IV.

Outside the school, contacts with social services, medical personnel and advocacy groups can be coordinated by the counsellor. It may also be necessary to refer a child to another professional who specializes in certain areas or has more time for intensive therapy. School personnel seek counsellor involvement in other areas, such as orientation to junior high school or the next grade, assisting students who are moving, welcoming new students and consulting on special placements.

## e) Collaboration

Counsellors are members of the school team and are extensions of the team because they are the staff members who work closely with social services agencies, jurisdiction specialists, medical professionals and others who help meet the needs of children. This collaborative relationship requires that the counsellor communicates clearly the role that each is to play and stresses that together the team is more effective than a single individual. The counsellor, along with other staff members, may serve on advisory councils, planning committees and special task forces to further enhance learning conditions and to tap into a wider resource pool.

## f) Testing

Some counsellors administer and interpret psycho-educational assessments to help determine a child's ability and achievement. Counsellors can only administer certain tests if they have proper training. Alberta Education has developed two documents in the area of assessment. The first monograph, *Promising Assessment Models and Practices*, discusses the components of comprehensive assessment with illustrations from various Alberta school jurisdictions. The second monograph, *Standards for Psycho-educational Assessment*, deals with ethical principles and standards for psycho-educational assessment.

Various testing instruments are helpful in gathering information to assist a child who may not be performing as expected or to provide information to help make placement decisions. There are some questions to consider in establishing the objectives for conducting assessments of children.

**Questions to Consider:**

- What is the problem? What questions are being asked and who is asking them?
- Who referred the child? What is their relationship to the child?
- Are there possible hidden agendas? What other information can be collected? Where is clarification needed?
- For whom is the assessment? Is it in the best interest of the child?
- Can this information be obtained in any other way?

If the information can be obtained by observation, anecdotal records, interviews or other data gathering techniques, there may be no need for formal psycho-educational assessment.

## Evaluation

Evaluation refers to procedures to determine the success of services provided, to identify areas for improvement and to recommend needed services. Successful outcomes can be identified if careful, constant recording of change is completed as well as steady monitoring of the child's adherence to the plan. Consistent recording of data as supplied by children, teachers and parents can be kept on both counsellor-made and commercially produced forms. There is a sample in Appendix F. Alberta Education has developed a monograph on outcomes-based comprehensive guidance and counselling in Alberta schools called *Moving to the Future* which identifies sample outcomes and ways to measure them.

There are two aspects of evaluation to be addressed. The counselling program, as well as counsellor performance, require appraisal in order to provide full accountability to the school and school jurisdiction.

## Program effectiveness

A Counsellor Program Plan sets out program goals, strategies to use and methods of evaluation to help create a positive place called school. Once a specific activity is selected for a particular situation, the outcome can be the criterion on which to base effectiveness. For example, if a counsellor sets up a group to teach study skills, the outcome can be assessed by observing if the students use the skills they have been taught, either by asking the teacher to monitor homework or by self-reports of the participants.

Another method to evaluate program effectiveness is to set a standard that must be reached. Therefore, the program is not evaluated by the outcome alone, but by the level at which the outcome is observed. If a behavioural program is set up to increase a child's participation in class and the selected standard is for the child to answer one question per class period in the initial phase, then achievement of this level is the yardstick to indicate goal attainment and it is time to move to the next standard. Often there is a combination of procedures where outcomes are identified and the standard is set for mastery.

## Counsellor effectiveness

Various means of data collection and documentation can be used to determine counsellor effectiveness. However, many counselling activities are confidential and are not able to be observed directly by an outside person. Methods of evaluation include video and audiotapes, community response, observations, interviews, self-assessment and records of service. The appraisal process is more effective if evaluation procedures are agreed upon by the counsellors and supervisors early in the school term and are a result of a school needs assessment (See Appendix B).

# Reasons for Referrals

A referral may come from the teacher, a parent or the child. Adults refer children for counselling because they believe the child would be more successful if certain behaviours changed or if he or she learned certain skills. Sometimes the child agrees and is willing to work to change the behaviour or attitude and sometimes not.

Children can also self-refer. Counsellors facilitate this by making it easy for the child to reach the counsellor. Some counsellors have referral slips that children can easily obtain. It is advisable for counsellors to visit every classroom each year to tell children how to get in touch with the counsellor. Children often relate well to a presentation that includes stuffed animals or puppets to deliver the message. It can give them an easy way to talk about feelings, such as, "Remember when you bought the sad bear to our classroom because he had no friends? I feel like that bear now."

Effective counsellors have standardized referral procedures that they communicate to all stakeholders, i.e., teachers, administrators and parents. Part of this process is a form, to be completed by the person making the referral, that provides the counsellor with data about the student. As with all referrals, a detailed clarification of the problem is essential. This involves the elimination of possible medical causes and the identification and investigation of precipitating and maintaining factors.

Counsellors in elementary school are constantly reminded that there are two realities at work in accepting referrals. There are problems within the child's control and there are problems beyond the child's control. In schools, the primary mandate is to the child, even though much research indicates that the family is most influential in a child's development and orientation. Despite this, most counsellors and teachers identify counselling with the child as the most important activity in which they engage. Within a school system, the counsellor's mandate is to work through teachers and parents in order to help children attain the goals of schooling. **A counsellor's mandate does not cover family counselling or intensive family therapy.**

# Part II: What are the Referral Issues?

The following table provides a summary of issues, strategies and resources that are elaborated in Parts II, III and IV of this handbook.

## Overview of Issues, Strategies and Resources

| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Abused children (p. 33) * | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231-232) |
| | • Social skills training | *The Assist Series* |
| | • Art (p. 49) | |
| | • Modelling (p. 52) | *Skillstreaming* by McGinnis & Goldstein |
| | • Biblio-counselling (p. 50) | |
| Academic performance (p. 35) | • Assessment | *Assessment of Children* by Sattler |
| | • Observation | |
| | • Teach study skills | *Options Series – "Achieving Learning to Learn"* by Fender |
| | • Teach how to deal with test anxiety | *Counselling Children* by Thompson & Rudolph (pp. 296) |

* Page numbers in columns 1 and 2 refer to this handbook.
Page numbers in column three refer to the specific resource book.



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| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Anxiety (p. 36) | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231–232; 296-297) |
| | • Assertiveness training (p. 49) | *The Assist Series* |
| | • Strength exercises | *100 Ways to Enhance Self-concept* by Canfield & Wells |
| | • Role playing (p. 53) | *The Assist Series* |
| | • Relaxation training (p. 53) | *The Assist Series* |
| | • Modelling (p. 52) | *Skillstreaming* by McGinnis & Goldstein |
| | • Writing such as journal/diary; story completion (p. 52) | *The Assist Series* |
| | • Behavioural homework assignments (p. 50) | *Behaviour Disorders in Schools* by Alberta Education |
| Children of alcoholics (p. 37) | • Counselling to help deal with feelings | *Counselling Children* by Thompson and Rudolph (pp. 309-311) |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| Death/Loss (p. 38) | • Bereavement counselling | *Are You Sad, Too?* by Seibert, Drolet & Fetro |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231-232) |
| | • Art/Drawing (p. 49) | *Counselling Children* by Thompson & Rudolph |
| | • Role playing (p. 53) | *The Assist Series* |
| Depression (p. 39) | • Individual counselling | *Counselling Children* by Thompson & Rudolph |
| | • Assertiveness training (p. 49) | *Counselling Children* by Thompson & Rudolph (pp. 156 & 236) |
| | • Goal setting | *Esteem Builders* by Borba |
| Suicide (p. 40) | • Individual counselling | *Counselling Children* by Thompson & Rudolph (pp. 283-285) |
| Divorce/Separation (p. 41) | • Individual counselling | *Counselling Children* by Thompson & Rudolph ( pp. 306-309) |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Anger management | *The Assist Series* |
| | • Relaxation training ( p. 53) | *The Assist Series* |

| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Eating disorders (p. 42) | • Individual counselling | *Counselling Children* by Thompson & Rudolph |
| | • Teach about self-esteem (p. 54) | *Esteem Builders* by Borba |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| Relationships (p. 44) | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Develop peer helping programs | *Kids Helping Kids* by Cole |
| | • Teach social skills | *Skill-streaming* by Goldstein & McGinnis |
| | • Role play (p. 53) | *Options Series – "Making Friends"* |
| Misbehaviour (p. 43) | • Teach anger management | *Skill-streaming* by Goldstein & McGinnis |
| | • Teach social skills | *Skill-streaming* by Goldstein & McGinnis |
| | • Develop contract with the child (p. 51) | *The Assist Series* |
| | • Set appropriate goals | *The Assist Series* |
| | • Teach about self-esteem (p. 54) | *Esteem Builders* by Borba |
| Self-esteem/self-concept (p. 45) | • Teach about self-esteem (p. 54) | *Esteem Builders* by Borba |
| | • Assertiveness training (p. 49) | |
| | • Art/drawings (p. 49) | |
| | • Strength exercises | *100 Ways to Enhance Self-concept* by Canfield & Wells |
| | • Set appropriate goals | *Esteem Builders* by Borba |
| | • Teach problem-solving | *Options Series — "Self-esteem"* |



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# Descriptions of Referral Issues

## Abused children

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Abused children* (p. 33) | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231-232) |
| | • Social skills training | *The Assist Series* |
| | • Art (p. 49) | |
| | • Modelling (p. 52) | *Skillstreaming* by McGinnis & Goldstein |
| | • Biblio-counselling (p. 50) | |

Child abuse usually includes physical, sexual and sometimes emotional abuse. There are two situations where a counsellor may be directly involved. One is when there is a disclosure from a child who is being abused or has been abused, and the other is dealing with the after-effects of abuse.

There are legal and ethical issues that must be known and understood when helping maltreated children. *The Child Welfare Act* (Alberta) and *Protocol and Guidelines for Child Welfare Workers and School Personnel* contain the legislation and procedures for reporting. Anyone who has reasonable grounds to believe a child is in need of protective services must report that to a director (or persons delegated the authority to receive such reports, such as child welfare officers). According to section 3 of the *Child Welfare Act*, any person who fails to comply with this duty is guilty of an offense and liable to a fine of up to two thousand dollars, or in default, imprisonment for a period of not more than six

months. It is not unusual for disclosures and reports of abuse to be made to counsellors who must be fully aware of procedures within the school and school jurisdiction for reporting and documenting disclosures.

Counselling such children is not easy because their trust has been betrayed. Counsellors must model consistent caring and positive ways of interacting and behaving. The child's view of reality may have been shaken since trusted adults and teenagers are supposed to be kind and loving. The child's past experience may contradict this assumption which may lead to denial, making counselling complex. Unless the acute effects of trauma have been alleviated, a counsellor should exercise caution in using group work.

Children and families may wish to, and in all likelihood should be encouraged to avail themselves of services outside the school setting. That may require the school counsellor's help.

Abused children can benefit greatly from school counselling services. The child needs to know that the counsellor is a support and not a judge. There are many concerns a child may have following abuse. Once the concerns are revealed and dealt with, the child has a better chance for healing. Such children often have poor social skills which reinforce ideas of lesser worth. Either individual or group training in relationship skills can improve the child's chances of integrating well into the school community.

Prevention training is an effective way to help make sure abuse does not occur. Counsellors often assist teachers in the implementation of the *Child Abuse Prevention Unit* in the Alberta Education elementary health program. They do this either by team teaching or by giving inservice sessions to teachers.

# Academic performance

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Academic performance (p. 35) | • Assessment | *Assessment of Children* by Sattler |
| | • Observation | |
| | • Teach study skills | *Options Series - "Achieving Learning to Learn"* by Fender |
| | • Teach how to deal with test anxiety | *Counselling Children* by Thompson & Rudolph (p. 296) |

This issue is one of the most important services a counsellor performs in an elementary school. The counsellor is usually part of the school team. The counsellor helps design Individualized Program Plans (IPP), assesses students' abilities and achievements, consults with teachers and parents about learning ability and styles and/or advises about effective learning strategies to improve student achievement. Counsellors also consult with parents about students with attention deficit disorders, or learning disabilities and students who are gifted and/or mentally challenged. They also teach skills to increase academic growth.

**Academic Growth Skills:**

- time management and organization skills
- note-taking skills
- memory improvement techniques
- test-taking skills
- anxiety management
- thinking skills, e.g., the ability to ask good questions.

These skills can also be taught as modules in classes or by working with teachers to advise them how to implement such skills in their classes.

Through consultation, inservice programs and newsletters, counsellors can effectively involve parents in their children's

academic achievement. Parent programs can be as simple as booklets to improve home/school communication to as complex as setting up a behaviour contract to successfully reinforce completion of homework. Skilled counsellors give parents professional assistance to promote study skills and offer concrete suggestions about attitudes and behaviours related to academic achievement. This often fosters more positive home/school relationships and improves parenting skills.

## Anxiety

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Anxiety (p. 36) | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231–232; 296-297) |
| | • Assertiveness training (p. 49) | *The Assist Series* |
| | • Strength exercises | *100 Ways to Enhance Self-concept* by Canfield & Wells |
| | • Role playing (p. 53) | *The Assist Series* |
| | • Relaxation training (p. 53) | *The Assist Series* |
| | • Modelling (p. 52) | *Skillstreaming* by McGinnis & Goldstein |
| | • Writing such as journal/diary; story completion (p. 52) | *The Assist Series* |
| | • Behavioural homework assignments (p. 50) | *Behaviour Disorders in Schools* by Alberta Education |

Anxiety is an unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness. Chronic, excessive anxiety is detrimental to growth, learning and performance. Symptoms can include physical ailments; lack of focus, attention, or concentration; and/or failure to learn. Anxiety may be specifically school related, related to self, related to others or of a more generalized nature. School refusal or phobia is the extreme school related declaration of anxiety. Children may refuse to go to school for many reasons. One common situation is when the child appears phobic

toward school. Another is related to separation anxiety where a child doesn't want to go to school because of a fear of what will happen at home when the child is absent. A phobia is defined as a fear that is "out of proportion to the demands of the situation, cannot be explained or reasoned away, is beyond voluntary control, and leads to avoidance of the feared situation" (Brulle, McIntyre, & Mills, 1985). To overcome this condition early diagnosis and prompt treatment are essential. Relaxation strategies are one way to control anxiety.

The advantage of having a counsellor located in a school is that when a highly anxious child comes to school, usually under duress, the counsellor is on hand to aid the child's re-entry to the classroom with little or no fuss. This is easier on the child, the teacher and the parents, and school refusal becomes a minor problem instead of a pediatric emergency.

## Children of alcoholics/substance abusers

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Children of alcoholics (p. 37) | • Counselling to help deal with feelings | *Counselling Children* by Thompson and Rudolph (pp. 309-311) |
| | • Group counselling | *Group Counselling* by Brigman & Early |

The school is a major source of information on alcohol and substance abuse. It is often through the school counsellor that children of alcoholics can access necessary services.

### Services for Children of Alcoholics:

- information sessions about alcohol use and abuse
- referral to community agencies for special services
- counselling the child of alcoholic families
- supporting children through youth-related settings such as, guides, cubs, church social clubs, etc.
- helping children deal with feelings about being in such a family setting
- assisting children in the development of healthy responses to the family situation.

# Death/Loss

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Death/Loss (p. 38) | • Bereavement counselling | *Are You Sad, Too?* by Seibert, Drolet & Fetro |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Play (p. 52) | *Counselling Children* by Thompson & Rudolph (pp. 231-232.) |
| | • Art/Drawing (p. 49) | *Counselling Children* by Thompson & Rudolph |
| | • Role playing (p. 53) | *The Assist Series* |

Children experience bereavement and other losses in their own unique ways. Counsellors must be aware of the child's developmental level in order to provide appropriate support services and opportunities for growth, because children do not deal with loss experiences as adults do. Before age five, children usually don't realize that death is final and universal. They feel that they are immortal. About age six, children tend to think of death as a person — a shadowy figure who might be outsmarted. They may also think that only old people die. At 10, children begin to understand what death means — some ponder the concept of an afterlife. Frequently, children act out their feelings rather than talk about them. They may also have physiological reactions, such as, headaches or stomach aches. Children from various cultural backgrounds may express grief in forms and customs unfamiliar to many in North America.

Children come to understand that death is a biological process that is irreversible. The realization of the inevitability of death may bring depression and lethargy. Feelings may surface that the child may find unbearable. Allow children to talk freely, ask questions and express their emotions. It is not helpful for a counsellor to use euphemisms for dying or death. Telling children the truth without dwelling on details will help alleviate fears and counteract the development of fearful fantasies.

Counselling techniques such as the use of stories, books and role playing to model comforting, puppetry, drawing and play have all been shown to be effective with children. Children

may never have had the opportunity to say good-bye to a loved one and any of these techniques offers ways appropriate to children, especially those who are unable to verbalize their grief. Educating groups or classes about death is a proactive approach to helping children understand death and dying.

Other losses children may have to deal with are the death of a pet, separation or divorce, moves, a medical diagnosis such as diabetes, and their homes being broken into and robbed. It is important to refrain from making judgments. Children may also be exposed to a death of a teacher or a classmate, or a tragic slaying of someone they know. The counsellor may then become part of a crisis team to help individuals and the population at large to cope with such situations.

Every school jurisdiction should have a policy and procedure for bereavement and loss. Alberta Education has compiled a manual called *Bereavement and Loss Manual: For Administrators and Teachers* (1992). This is annotated in the resources section of this manual. A school-based counsellor can be vital in providing immediate bereavement and loss counselling in the event of the death/loss of a peer, teacher or family member.

## Depression

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Depression (p. 39) | • Individual counselling | *Counselling Children* by Thompson & Rudolph |
| | • Assertiveness training (p.49) | *Counselling Children* by Thompson & Rudolph (pp. 156 & 236) |
| | • Goal setting | *Esteem Builders* by Borba |

Childhood depression is recognized as a disorder and a reality for some children. Diagnosis and treatment are the responsibility of a physician but often it is the counsellor who recognizes symptoms and encourages the referral. Depression is a complex condition that expresses itself in complex ways. Depressed children sometimes misbehave or "act out." The

intensity and the duration of the following behaviours are usually part of the criteria to judge if a child may need a medical referral. The following list includes some common symptoms.

**Common Symptoms of Depression:**

- sense of inadequacy
- decrease in activity
- pessimism
- headaches
- lethargy
- insomnia
- suicidal thoughts.

Those who deal with depressed people must be aware of the danger of suicide, even with children. Counsellors may assist by talking to the doctor(s), giving information to the teacher, and providing support for the child while encouraging involvement in school activities. It is essential to alert parents if there is even a suggestion of suicide from a child. This situation overrides the right to confidentiality.

## Suicide

**Overview**

| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Suicide (p. 40) | • Individual counselling | *Counselling Children* by Thompson & Rudolph (pp. 283-285) |

There are two aspects of suicide that a counsellor may be called to act upon in the elementary setting. Suicide is rare among this age group but it does occur. Children experience suicide either directly or indirectly. Exposure may come through their immediate family or from the larger community. The counsellor may be called to assist a child who expresses

suicidal thoughts or may be called upon to be part of a crisis-intervention team to help the school community deal with a suicide that impacts directly upon it, such as the death of a classmate or teacher. Appendix H outlines sample procedures for a crisis intervention team.

For a suicidal child who has had proper medical intervention, it may be helpful to meet the counsellor. Once a relationship has been established, empathic listening, acceptance, self-esteem building strategies, assertiveness training and other such counselling interventions may be beneficial. Any talk of suicide is cause for concern and it is to be understood from the child's perspective. Young children may talk of suicide as a way of getting attention — to indicate how strongly they feel about something or they may be modelling something they've heard before in response to life's difficulties. It is important to ascertain just what the child means in order to design the right level of intervention. Parents are a crucial part of this process.

## Divorce

**Overview**

| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Divorce/Separation (p. 41) | • Individual counselling | *Counselling Children* by Thompson & Rudolph (pp. 306-309) |
| | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Anger management | *The Assist Series* |
| | • Relaxation training (p. 53) | *The Assist Series* |

In families where divorce is occurring, counsellors can offer support and services to both children and parents. These services can be direct, as in counselling, or indirect, through services to teachers or parents. There are several issues related to children of divorce that impinge upon the school: parental access to records, release of the child from school, school visits, confidentiality of records and parental access to school functions.

**Counsellors Provide:**

- recommendations and encouragement for the use of appropriate resource materials
- the provision of a stable environment
- encouragement to parents to be honest, direct, supportive and consistent with their children
- supportive communication within and beyond the school
- new coping skills or assertiveness training to deal with students' experiences or stress
- parents with information about student progress or difficulties
- children with help to explore their values and assumptions about marriage and divorce
- assistance to children with issues of change.

## Eating disorders

**Overview**

| Referral Issues | Selected Strategies | Sample Resources |
|---|---|---|
| Eating disorders (p. 42) | • Individual counselling | *Counselling Children* by Thompson & Rudolph |
| | • Teach about self-esteem (p.54) | *Esteem Builders* by Borba |
| | • Group counselling | *Group Counselling* by Brigman & Early |

Eating disorders are more common among adolescents than children of elementary school age. However, counsellors should be aware of the physiological and behavioural symptoms that accompany these disturbances since they can occur especially among upper elementary-aged girls.

**How Counsellors can Help Prevent Eating Disorders:**

- set up groups that deliver support, information and appropriate positive feedback
- be alert to crisis in the lives of students and provide support and encouragement
- teach the basis of good nutrition and exercise
- if a child wants to diet, find out why. If the need stems from feelings of inadequacy or rejection, deal with these issues or refer the child to other mental health professionals
- provide opportunities for the child to develop autonomy and responsibility.

## Misbehaviour

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Misbehaviour (p. 43) | • Teach anger management | *Skill-streaming* by Goldstein & McGinnis |
| | • Teach social skills | *Skill-streaming* by Goldstein & McGinnis |
| | • Develop contract with the child (p. 51) | *The Assist Series* |
| | • Set appropriate goals | *The Assist Series* |
| | • Teach about self-esteem (p. 54) | *Esteem Builders* by Borba |

Counsellors who understand the goals of behaviour and misbehaviour are more effective in helping children change and assisting teachers in classroom management. One service that counsellors often provide is the development of a behavioural plan so that discipline becomes an educational process. Since the counsellor is usually not the person who administers the plan, the role is consultative and is a team effort.

Children act out for many and various reasons. Often they are unaware of the stimulus that propels their actions. Misbehaviour has many names and levels. The intensity and the duration of the identified behaviour can help a counsellor

determine the level of intervention that may be effective. Serious misconduct requires prompt action and may require outside intervention or treatment. Some problems can be dealt with through group work if the underlying force is anger, since anger management lends itself to group and behavioural techniques. Often the underlying need is a bid for attention that can manifest itself in several ways. The negative child seems sullen and refuses to do what is asked, even when the request is reasonable. Counsellors can create a predictable environment that rewards cooperation — no reward is forthcoming if there is a failure to achieve reasonable demands. Help the child set reasonable goals that can translate into a series of successes. These children benefit greatly from talking about or acting out the angry, hostile feelings that often lead them to see the world as unfair and against them. Listening to these feelings can help alleviate some of their guilt and anger. The child may need to understand that it is not the end of the world if unfairness happens. Adults can and do make mistakes.

## Relationships

**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Relationships (p. 44) | • Group counselling | *Group Counselling* by Brigman & Early |
| | • Develop peer helping programs | *Kids Helping Kids* by Cole |
| | • Teach social skills | *Skill-streaming* by Goldstein & McGinnis |
| | • Role play (p. 53) | *Options Series* - "*Making Friends*" |

One of the tasks of childhood is to learn how to cooperate with others and to engage in mutually satisfactory relationships. The developmental characteristics of young children may impede the natural progression of these skills without appropriate modelling and/or teaching. Much conflict that occurs in elementary school revolves around interactions on the playground, in the gym and on the way to and from school. Counsellors can have a direct impact on the tone of the school by fostering and helping to implement prosocial

skills programs. These include peer support, conflict management, peer mediation, Lions-Quest and mentoring to facilitate non-aggressive ways to resolve conflict and to teach relationship and communication skills that promote connectedness. School-wide programs that encourage positive referrals, teaching a weekly social skill, and make positive P.A. announcements are other ways that the counsellor can facilitate relationships. Appendix G provides information on peer support programs and conflict management. School can be a lonely place for young people, especially those who have moved from another school. They are dealing with many losses, fears and unknowns. Counsellors can welcome new students and set up buddies to introduce the child to the school. Groups that focus on the issues of moving can release many negative feelings and go a long way to ensure that support is available.

## Self-esteem/self-concept

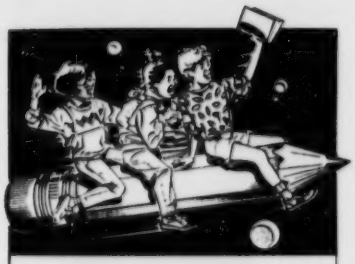
**Overview**

| Referral Issue | Selected Strategies | Sample Resources |
|---|---|---|
| Self-esteem/self-concept (p. 45) | • Teach about self-esteem (p. 54) | *Esteem Builders* by Borba |
| | • Assertiveness training (p. 49) | *The Assist Series* |
| | • Art/drawings (p. 49) | |
| | • Strength exercises | *100 Ways to Enhance Self-concept* by Canfield & Wells |
| | • Set appropriate goals | *Esteem Builders* by Borba |
| | • Teach problem-solving | *Options Series - " Self-esteem"* |

The words "self-esteem and self-concept" are often used interchangeably but they do not mean the same thing. Self-esteem is the degree to which one values oneself and self-concept is the core idealization one has of oneself. Self-esteem is the evaluative and judgmental aspect of the self while self-concept tends to be descriptive. These ideas are not unitary concepts and different situations bring out different evaluations. A child may have a low self-concept in school and high self-concept on the hockey rink. It is situational.

People with low self-esteem have feelings of not being important or valuable. They tend to compare themselves to others and usually judge themselves as inferior. This affects the self-concept because the picture gets blacker and more negative as they continually find fault with themselves and condemn themselves for their mistakes and failures. Generally people with low self-esteem have more emotional disturbances, interpersonal difficulties and tend to be less effective in life. Negative feelings about oneself can affect all areas of life — motivation, relationships, school achievement and therefore, future success.

Self-descriptions provide a clue about how the child evaluates the self. If a six-year-old boy says he is bad, he has formed that opinion because of feedback from his world and the yardstick by which he judges himself is "Would a bad boy do this?" Most likely, his behaviour will be congruent with his self-concept.



# Part III:

# What are the Strategies?

The following section describes counselling strategies and approaches that can be helpful in assisting children to develop their potential.

## General Characteristics of Counselling Strategies

Counselling strategies and methods are more likely to be effective if they are matched to the child's stage of cognitive, emotional and social development. Children from five to 12 years old may be functioning in as many as three stages of cognitive development. Age is no guarantee of a child's stage of development but can be used a guideline for expectations. For example, methods that demand a child show empathy or appreciate the viewpoint of others will probably be ineffective with most children before age seven. Children before seven years of age usually focus on only one stimulus at a time. Children often have difficulty in seeing the relationship between events or understanding cause and effect. They may find it hard to predict consequences of their behaviour or to appraise the effect of their behaviour on others. A further characteristic of young children is that they understand the world as "black or white" which sets a certain rigidity to thinking about the world and the way it ought to be. Before the age of seven, children tend to solve problems by trial and error. They may need constant feedback about small increments of behaviour to make changes.

Young children may be helped most by methods that appeal to their senses and their imaginations. Concrete objects, pictures, diagrams, examples and demonstrations are helpful learning

and counselling aids. The key is knowing the child's level of development and learning style so that techniques can be adapted to suit the individual.

It is generally true that children do not respond to "talking" methods. It may be that the child's ability to express thoughts and ideas is not developed to the point where abstract communication is useful, or children may lack the experience of talking about their feelings. They may also lack the capability to focus on self-limiting behaviour. Children may react with reluctance or suspicion if they have not experienced adults who actively listen to them. In addition, the lack of structure in "talking" therapies may be frightening or pointless to many young children who seem to respond best to action-oriented approaches to facilitate the counselling process.

Many articles have been written and much evidence has been put forward in defense of one theory or another. The counsellor who can be eclectic may be most effective from case to case as no one approach works with every child. Various schools of thought suggest different techniques.

Some approaches advocate non-directive play, drama, role playing, story writing, story completion or direct counselling. Cognitive approaches commonly used in schools are Reality Therapy (Glasser, 1965) and Rational-emotive Therapy (Ellis, 1960).

In Reality Therapy , the counsellor discusses the inappropriate aspects of the behaviour while emphasizing the student's strengths and helps the student to accept school attendance as the best way to cope with the circumstances. Behaviour contracts are often drawn up stating the exact changes to be effected with rewards and sanctions.

Rational-emotive Therapy teaches children self-analysis so they can become aware of their thoughts, feelings and behaviours and evaluate them in an objective manner. The goal is to effect change through effort and practise. Some useful techniques are modelling, role playing, disputing irrational thoughts, cognitive restructuring and humour.

Behavioural approaches such as coping strategies, relaxation or appropriate skill development may be most effective in elementary school.

## Selected Strategies that Work

**Assertiveness training** is used to help children whose basic response in relationships is withdrawal and passivity. The child identifies situations where there is a need for more assertive behaviour. The counsellor encourages the child to make statements that identify the need and the preferred interaction, such as, "I want to play this game and I would like to play with you." Techniques such as modelling, rehearsal and role playing are used to make the behaviour more natural to the child. The child can then be given behavioural homework assignments starting with areas that are the least threatening to use in real life. The child reports progress to the counsellor and efforts are evaluated as to their effectiveness or need for revision.

**Art** is useful for many interventions and has the potential to provide a motivating and gratifying response from many children. Art provides an expressive activity for communication, socialization, creativity, self-expression and manipulation of the environment. It adapts easily to every stage of development. It can cover thoughts about the past, can document the present, and can be a vehicle to express orientation toward the future. It is an opportunity for new learning where a gap in understanding may exist. Counsellors must plan art activities that are developmentally motivating, use presently developed skills and address the area of need. When using drawing as a technique, it is important for counsellors to understand that children go through developmental stages in their drawing. One should know how normal children draw before attempting to develop hypotheses about the art of a troubled child.

**Behavioural homework assignments** are used with many approaches to counselling and are given for a wide range of reasons. The homework can be a record of times a behaviour was performed in real life, a record of feelings and changes in feelings, observations of particular situations and attempts to perform a new behaviour.

**Biblio-counselling** is the use of books or other reading materials for adjustment and growth. Basically, this is another means of educating children about such concerns as: physical disabilities, divorce, death and other losses, sexual or physical abuse and the healing process, self-concept, fear reduction, achievement and other topics. The process begins with the child and counsellor discussing a story they have read. They focus attention on the character's situation, outlook on life and feelings, and help the child identify with the characters. Then they examine the cause-and-effect relationship and problem resolution, to move toward acceptance and growth. Literature can be used with individual children, with small groups of children, with gifted children and with classroom guidance programs.

Media-counselling refers to the use of any media such as videodiscs, videotapes, tape recorders, music and films. The use and purpose are the same as in biblio-counselling.

**Classroom meetings** are useful to create a cooperative atmosphere where children learn to interact in a positive way and discover alternative solutions to problems and concerns. There is a structure for conducting class meetings that helps build trust and security in the process. Part of the structure comes from the agenda that may look like this:

- good things of the past week
- ways in which to improve next week
- personal problems and concerns
- responsibilities, e.g. monitors
- future plans.

Place the agenda in the room where the children and the leader may add items to discuss at the next meeting. Keep minutes which can be quickly summarized at the end of the meeting and reviewed at the beginning of the next meeting. It is essential that the leader understands and follows the guidelines. Appendix I contains sample guidelines for class meetings.

**Contracting** is a technique where adult(s) and the child draw up a written agreement stating behaviours to be changed. It is designed to elicit a commitment to eliminate inappropriate behaviours or enhance academic performance. The contract contains a statement of negative and positive consequences. All parties involved in the contract take part in the discussion of the terms of the contract and sign the contract. Copies are kept by all those involved. Contracts are also useful in the classroom and at home. It is important to write the contract with the child so that the child agrees that the behaviours listed are achievable and that the positive reinforcers are attractive enough for behaviour change.

Sample contracts are found in the resource, *Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)*, which is described on page 59 of this manual.

**Group exercises** are practical with small groups or at the classroom level. This type of session may also be offered for teachers and other school staff or parents. The activities and information provide opportunities for discussion especially regarding educational prospects and new learning.

**Group Exercise Activities**:

- present relevant information on course offerings at the next educational level
- orient students and/or parents with the physical plant of the school, school, school rules, reporting methods, etc.
- hold meetings with teachers to facilitate educational planning
- orient parents with the implications of various educational alternatives
- hold visitations for students to the new school they will attend.

**Incomplete sentences** are workbook-type exercises that help a child structure thought about likes, dislikes, family, friends, goals, wishes and factors that provoke strong feelings. They may facilitate the exploration phase of counselling by helping to develop awareness of problem areas. Appendix K contains samples of this technique.

**Journals or diaries** use the child's writing to record thoughts and feelings and can be completed in the counsellor's office or as a homework assignment. Often the counsellor replies to entries with written comments, suggestions or ideas for future consideration.

**Modelling** is a procedure where a person observes a model performing some behaviour and then attempts to imitate that behaviour. There are many who feel that it is the fundamental learning process involved in socialization. Television, films, videos, books and live models such as friends, classmates, adults or the counsellor are helpful to present appropriate role models. Often role playing and rehearsal follows modelling so the child can practise and modify new behaviours.

**Play** is a natural medium to use with young children for a wide variety of reasons. It can be used to build rapport, to help uncover feelings, to act out anxious or tense situations in a supportive environment, to teach socialization skills and to help the counsellor understand how the child views the world. The counsellor can either observe the child at play or be an active participant. There are issues of contention about some aspects of play such as time limits, counsellor involvement, and the toys to select. The main consideration in the use of this approach is to carefully examine the goals set out for the child and determine how play can assist in communication and rapport building.

**Puppets** may be used as a tool to help children explore their feelings, to explore situations or to tell their stories. They are integral parts of both counsellor-designed and commercial programs such as *Developing*

*Understanding of Myself and Others (DUSO).* Most children respond well to puppets as they seem to help them talk about intense feelings. Animal puppets can be especially effective because children can choose puppets that have particular characteristics to act out their plays. Scripts are helpful for children with little imagination until they are comfortable enough to make up their own plays.

**Relaxation** is a useful technique in a wide variety of situations. Any approach to a situation that is characterized by tension and anxiety calls for some part of the counselling process to include this strategy. Children often express their distress through their behaviour as opposed to verbalizing it and may be unaware that these feelings are experienced by everyone at one time or another. If their behaviour is disruptive they get much negative feedback that can translate into negative self-thoughts. Relaxation training can increase awareness of these feelings and give the child a sense of control and power.

Relaxation techniques are described in Section H of *Establishing a Positive Classroom Climate* in the *ASSIST Series* (1986). This resource is described on page 63 of this manual.

**Role playing** can be a useful tool throughout the counselling process. It can help the child communicate, especially when verbal abilities are not well developed and can assist in uncovering feelings. Role playing can provide feedback about the effects of behaviour and can help a child become more sensitive to others and their needs. Role playing also gives the child the opportunity to experience the situation. Role playing can be used to define the problem, to understand others through role reversal, to rehearse new behaviours and as part of other techniques to reinforce concepts. Role playing can also be combined with other tools such as puppets to add another dimension.

## Self-esteem enhancers

The most widely used strategy to prevent low self-esteem is to ensure that students have the kinds of relationships and success experiences that foster positive self-evaluation. Treat children with acceptance and respect to encourage them to value themselves. Structure academic demands to promote a sense of competence and capability. With the teacher's help, social interactions are engineered so that healthy socialization occurs.

### Strategies for Healthy Socialization:

- use "strength exercises" in a group situation. These are exercises that encourage others to identify strengths in another and to verbalize or to write them down
- assist the child to set realistic goals and develop a step-by-step program to reach the goals
- teach problem-solving skills to help children build confidence in their own abilities
- teach assertiveness training
- find an appropriate buddy or model for the child
- rehearse and practise appropriate behaviours together
- consult with parents and offer resources to help them understand and relate positively to the child.

**Workbook-type exercises** are activities either commercially made or counsellor designed to help children become aware of behaviour, map out strategies, keep records of progress or evaluate efforts. Appendix K contains activities of this type.

# Part IV:

# What are Some Resources?

This section contains a sample of annotated resources to assist elementary counsellors. The listing is not exhaustive but is presented as a starting point for schools. Readers are encouraged to share useful resources with others by sending them to the provincial coordinator of guidance and counselling, who will maintain a clearing house of materials in this area. Appendix L contains a listing of publishers' current addresses.

**Please Send Copies of References to:**

The Provincial Coordinator
Guidance and Counselling
Special Education Branch
6240 – 113 Street
Alberta Education
Edmonton, Alberta
T6H 3L2

The intended grade level of the resource is indicated by a shaded box.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

## Academic Performance

Bachor, Dan, Carol Crealock. *Instructional Strategies for Students with Special Needs.* Scarborough, Ontario: Prentice-Hall, 1986.

This book contains comprehensive ideas and strategies to provide individualized instruction in the classroom for academically challenged students. The information is

presented as part of the process of developing the Individualized Educational Plan (IEP) to deliver appropriate service to all students.

ISBN 0-13-468000-6
Available from Prentice-Hall.
LRDC #153750

## Anger

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

*I Get So Mad*, 13-minute video, seven student worksheets, teacher's guide.

The program makes students aware that anger is a natural emotion everyone experiences at times. It shows them that it's not the getting angry that counts, but what they decide to do about it. Lively songs and follow-up discussion questions frame each scenario, as a storyteller moves the action along.

Available from Sunburst Communications.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

*When You're Mad! Mad! Mad! Dealing with Anger*, 27-minute video, teacher's guide.

This video helps students differentiate between angry feelings and angry behaviour. It shows that children can learn to handle feelings of anger by controlling how they act and by taking positive steps.

Available from Sunburst Communications.

## Assessment

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Alberta Education, Education Response Centre. *Teacher Alert System: A Guide for Teacher Managed Assessment of Students Who are "At Risk" of School Failure*, 1991.

This guide is designed for school personnel who are concerned about the needs of students who deviate in some way from the average student. The *Teacher Alert System* can assist in the identification, assessment and intervention

process for children who have special needs that make them at risk for learning problems. The *Teacher Alert System* is one way to approach each difficulty and begin to structure each solution.

LRDC #162016

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Alberta Education, Education Response Centre (1992). *Teacher Intervention Practices (TIPS): A Companion Document to the Teacher Alert System*, 1992.

TIPS is for classroom teachers and other school personnel concerned about individual students who may be at risk for learning problems. TIPS addresses issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behaviour disorders. Each section presents the indicators for the issue, gives criteria for action, possible reasons for the behaviour and TIPS for dealing with the behaviour. Each section ends with sources of support to classroom teachers and other school personnel.

LRDC # 162024

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Sattler, J.M. *Assessment of Children.* Third Edition. San Diego: Jerome M. Sattler, 1990.

This text contains assessment procedures used to evaluate children for many different purposes, including diagnosis, eligibility determination for special programs and evaluation of progress and change.

ISBN 0-9618209-0-X

Available from Jerome M. Sattler and some university bookstores.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

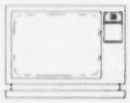
Sattler, J.M. *Assessment of Children: WISC-III* and *WPPSI*-R *Supplement*. San Diego: Jerome M. Sattler, 1992.

This supplement updates information on the latest revision of the Wechsler scales that are used with young children – the Wechsler Preschool and Primary Scale of Intelligence –

Revised and the Wechsler Intelligence Scale for Children – Revised.

ISBN 0-9618209-3-4

Available from Jerome M. Sattler and some university bookstores.



| ECS | 1 | 2 | 3 | 4 |
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| 5 | 6 | 7 | 8 | 9 |

## Behaviour – Prosocial Skills

ACCESS Network. *Improving Classroom Behaviour – A Preventive Approach*, 1992.

This videodisc is designed to help teachers develop strategies to prevent behaviour problems from occurring or escalating. The program focuses on techniques that teachers use everyday to help children become independent and cooperative learners. Includes workbook.

LRDC # 3336-01

| ECS | 1 | 2 | 3 | 4 |
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| 5 | 6 | 7 | 8 | 9 |

Alberta Education, Education Response Centre. *Behaviour Challenges: A Shared Approach*, 1992.

This document is intended for use by, or in consultation with, school counsellors, psychologists and/or special education personnel who are trained to assess and intervene where behaviour problems are suspected. Such experts could use the information in a cooperative effort with students, teachers, parents and administrators. Checklists are provided in a number rating format to encourage discussion, but are not intended to yield quantitative scores that indicate the presence or absence of a problem. The objective is to identify and explore together the possible causes of the perceived behaviour problems. At the same time educators will have access to some specific strategies of dealing with these behaviours in the classroom.

LRDC # 233891

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Alberta Education, Special Education Services. *Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment and Correction*, 1986.

This manual serves as a practical resource document for the classroom teacher who is usually the primary agent in the prevention, identification, assessment and correction of behaviour disorders. It is also intended to provide a conceptual framework where behaviour disorders arise out of conflict situations.

LRDC # 161216

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Dinkmeyer, D. *Developing Understanding of Myself and Others (DUSO). A*merican Guidance Service, 1982.

This is a revision of the DUSO 1 kit which is designed to give students a better understanding of social and emotional behaviour.

Available from American Guidance Service.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Kriedler, W. *Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom.* Glen View, Ill: Scott Foresman Co., 1984.

This approach teaches children to deal with conflict in a healthy way. Each chapter contains information sections and suggested activities to implement the approach.

ISBN 0-673-15642-7

Available from Good Year Books.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Lions-Quest Canada. *Skills for Growing*. Waterloo, Ontario.

This program guides students toward achieving many of the goals of character education, to foster a positive school climate, to provide opportunities for students to engage in meaningful school and community service and to communicate clear expectations for responsible behaviour. Each grade has its own manual. School staff members who opt for this program must participate in the approved training courses.

Available from Lions-Quest, Canada.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Mannix, Darlene. *Be a Better Student: Lessons and Worksheets for Teaching Behaviour Management in Grades 4 to 9.* West Nyack, NY.: The Center for Applied Research in Education, 1989.

This is a program for students who will profit from specific instruction in behaviour management as it relates to school situations. Copyright permission is given for individuals to reproduce the worksheets for classroom use.

ISBN 0-87628-009-2
Available from The Centre for Applied Research.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

McGinnis, E., A.P. Goldstein. *Skill-Streaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child.* Champaign, Ill: Research Press, 1990.

A manual and booklet are available to implement this program that advocates using planned and systematic psycho-educational techniques to teach constructive behavioural alternatives. The six skill groupings are: beginning social skills, school-related skills, friendship-making skills, dealing with feelings, alternatives to aggression and dealing with stress.

ISBN 0-87822-321-5
Available from Research Press, Waterloo Ontario.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

McGinnis, E., A.P. Goldstein. *Skill-Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills.* Champaign, Ill: Research Press, 1984.

A manual and booklet are available to implement this program that advocates using planned and systematic psycho-educational techniques to teach constructive behavioural techniques. The five skill groupings are: classroom survival skills, friendship-making skills, skills for dealing with feelings, skill alternatives to aggression and skills for dealing with stress.

ISBN 0-87822-237-5 (book and program forms)
Available from Research Press, Waterloo, Ontario.
A training video from Research Press is also available to learn the skill-streaming program.
LRDC #153817

## Bereavement/Loss

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Alberta Education, Education Response Centre. *Bereavement and Loss Manual: For Administrators and Teachers*, 1992.

This manual is intended to be used by school administrators and teachers, ECS to Grade 12. It is designed to assist school personnel in developing a crisis-management plan for use in the event of a death of a staff member or student, whether through illness, by accident or by suicide.

LRDC # 162032

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Seibert, Dinah, Judy Drolet, Joyce Fetro. *Are You Sad Too? Helping Children Deal with Loss and Death.* Santa Cruz, Cal.: ETR Associates, 1993.

This guide contains suggestions for helping children contend with the experience of coping with loss and death. It is written for teachers, parents and other caregivers.

ISBN 1-56071-117-5

Available from ETR Associates.

## Counselling Program Development

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Alberta Education. *Developing School-Based Guidance and Counselling Programs in Alberta Schools*, 1990.

A monograph highlighting the various services and programs available for elementary, junior high and senior high schools is outlined in the form of checklists. Sample resource lists accompany each of the three levels. These checklists are intended to be used as a guide and/or monitoring form to assist schools in identifying their particular approaches and resources for guidance and counselling.

LRDC # 159196

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Thompson, C. L., L.B. Rudolph. *Counselling Children*. Monterey, Cal.: Brooks/Cole Publishing Co, 1983.

This book puts theory into practice for counselling children. The authors present practical up-to-date methods for helping children with specific developmental, social or behavioural problems. This book also includes specific suggestions for counselling children who are exceptional or who may be experiencing special concerns such as death, divorce or abuse.

ISBN 0-534-01151-9

Available from Brooks/Cole Publishing Co. and some university book stores.

## General

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Class Discussion Series

There are two titles in this series designed to be used with groups.

Allan, John, Judy Nairne. *Class Discussions for Teachers and Counsellors in Elementary School*. University of Toronto: Guidance Centre, 1984.

ISBN 0-7713-0150-2

Allan, John, Penny Bardsley. *Class Discussion Series: Children Who Move*. University of Toronto: Guidance Centre, 199984.

ISBN 0-7713-0139-1

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Options Series

There are 10 books in this guidance series designed for teachers, counsellors and administrators.

- *Abuse*, Val Monk — ISBN 0-920541-63-
- *Achieving*, Richard Freeze — ISBN 0-9220541-55-0
- *Counselling in the Elementary School*, Richard Carreiro — ISBN 0-920541-47-X
- *Making Friends*, William Schulz — ISBN 0-920541-53-4

- *Management Tools*, Nadia Preyma, Marilyn Froment, Linda E. Lee – ISBN 0-920541-59-3
- *Self-esteem*, Anita Russell – ISBN 0-920541-51-8
- *Suicide*, Anita Russell and Karen Rayter – ISBN 0-920541-65-8
- *The Change/Loss Connection*, Joan Strachan – ISBN 0-920541-61-5
- *When I Grow Up*, Bernice Stebbing – ISBN 0-920542-57-7
- *Working with Families*, Richard Carreiro – ISBN 0-920542-49-6

Available from Peguis Publishers, Winnipeg, Manitoba.

The ASSIST Series

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

The ASSIST curriculum involves students in a series of cognitively oriented lessons and experiential activities. These lessons and activities are grouped into the following manuals:

- Building Self-concept in the Classroom
- Teaching Cooperation Skills
- Teaching Friendship Skills
- Helping Kids Handle Anger
- Establishing a Positive Classroom Climate.

Available from Pat Huggins, Mercer Island.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

McConnon, S, M. McConnon. *YOUR CHOICE: A Personal Skills Course for Young People*. Thomas Nelson Publishers, 1992.

*Your Choice* is a series of 12 books focusing on personal and social skills. Each book is comprised of 10-14 self-contained modules with integrated blackline masters. The modules can be used with small groups (four to six people) or with an entire class.

The lessons are contained in the following books:

1. The Nature of Friendship — ISBN 0-17-438552-8
2. The Skills of Friendship — ISBN 0-17-438553-6
3. Boyfriends, Girlfriends — ISBN 0-17-438554-4
4. Self-Esteem — ISBN 0-17-438555-2
5. Self-Awareness — ISBN 0-17-438556-0

6. Interpersonal Communication — ISBN 0-17-438558-7
7. Assertiveness — ISBN 0-17-438557-9
8. Conflict — ISBN 0-17-438559-5
9. Stress — ISBN 0-17-420247-4
10. Making Decisions — ISBN 0-17-420248-2
11. Feelings — ISBN 0-17-420246-6
12. Groups — ISBN 0-17-420249-0.

Available from Nelson Canada.

## Group Counselling

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Brigman, G., B. Early. *Group Counselling: A Practical Guide.* Portland, Me.: J. Weston Walch, Publisher, 1991.

This book provides group lesson plans for all levels from elementary to high school. Permission is given to individuals to make single copies of worksheet pages.

Available from Western Educational Activities, Ltd.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Corey, G., M. Corey. *Groups: Process and Practice.* Second Edition. Monterey, Cal.: Brooks/Cole Publishing Company, 1982.

This book outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts to their work with a wide range of groups. Chapter nine is about groups for children.

ISBN 0-534-01174-8

Available from Wadsworth, Inc. and some university bookstores.

## Group Activities for Team Building

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Sabrinsky Foster, Elizabeth. *Energizers and Icebreakers for All Ages and Stages.* Minneapolis, Minn.: Educational Media Corp, 1989.

This book is intended to assist group leaders, teachers, counsellors, and peer helpers in the development of relationships and active learning. Activities can be adapted to the particular number of persons and the ages of the individuals participating in the group.

ISBN 0-932796-25-7

## Parenting

Parents

Dinkmeyer, Don, Gary McKay. *Systematic Training for Effective Parenting.* Circle Pines, Minn.: American Guidance Service, 1976.

STEP is based on a philosophy of how to raise a healthy child based on reading, discussion, exercises reflecting typical concerns, encouragement of and by participants and putting principles and techniques into practice in one's own family.

Available from American Guidance Service.

## Peer Support

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

AADAC. *Peer Support: Designing Interpersonal Skills – A Training Plan*, 1990.

This binder of sequential lesson plans trains students to be part of a peer support team. There are sample forms and letters to help structure your program.

Available from AADAC Community Education Services.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Cole, Trevor. *Kids Helping Kids: A Training Manual for Elementary Teachers and Counsellors.* University of Victoria, 1984.

This manual outlines steps in setting up a peer support program and describes activities to facilitate training. Exercises to build communication, trust and help children organize activities are given in lesson-plan form.

Available from University of Victoria.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Schumpf, F., D. Crawford, H.C. Usadel. *Peer Mediation: Conflict Resolution in Schools.* Champaign, Ill: Research Press, 1992.

This comprehensive training program provides the information needed to organize and implement a successful peer mediation program with students in Grades 6 to 12. Peer mediation is a non-adversarial program in which student mediators help fellow students resolve conflict.

ISBN 0-87822-330-4 (program guide)
ISBN 0-87822-331-2 ( student manual)
Available from Research Press.
A peer mediation training video is also available from Research Press.

## Self-esteem/Self-concept

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Borba, Michele. *Esteem builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate.* California: Jalmar Press, 1989.

*Esteem Builders* is a complete curriculum for enhancing student self-esteem. It contains philosophy and practical activities aimed toward building self-esteem in children. The book provides a collection of ideas, activities, centers and contracts to achieve this purpose.

ISBN 0-915190-53-2
Available from James Battle & Associates.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Canfield, Jack, Harold Wells. *100 Ways to Enhance Self-concept in the Classroom: A Handbook for Teachers and Parents.* Second Edition. Englewood Cliffs, NJ.: Prentice-Hall, 1994.

This revised edition challenges teachers to create a self-enhancing learning environment by validating one's sense of identity. The activities are practical and eclectic.

ISBN 0-13-636944-8

Available from Longwood Division, Allyn & Bacon.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

*Feeling Good About Me*, 16-minute video, eight student worksheets, teacher's guide

This program helps young viewers build a stronger self-image by learning to value their own uniqueness. Situations students can easily identify with are presented, along with discussion questions and lively songs to teach positive steps to self-esteem.

No. 2364-TG

Available from Sunburst Communications.

## Study Skills

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville, TN: Incentive Publications, 1990.

A program that combines learning styles and study skills. The copyright permits the purchaser to reproduce sufficient quantities to meet yearly classroom needs.

ISBN 0-86530-141-7

Available from Western Canada Distributors.

| ECS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 |

Greene, Lawrence J. *Study Smarter, Think Smarter: A Ready -to-Use Study Skills Program for Grades 4 to 8.* West Nyack, N. Y.: The Center for Applied Research in Education, 1993.

This is a workbook-style course in study skills. The copyright states that permission is given for individual administrators and teachers to reproduce the forms and checklists for classroom or center use.

ISBN 0-87628-873-1
Available from The Centre for Applied Research.

# Epilogue One Case Study

*Joey, a bright likeable Grade 1 student, is not learning to read. His teacher has identified some areas of strength and weakness but would like some formal assessment to help her plan effectively for Joey's learning needs.*

The counsellor met with Joey and completed an assessment to help determine his educational needs, his learning style and his strengths. In consultation with his teacher and parents, placement considerations and learning strategies such as paired reading were discussed to decide how to best teach him to read. Other consultation topics were his self-esteem related to school, as well as home activities to let him know what he's doing right and that learning involves time, effort and some setbacks. This example involves some crisis aspects because Joey is falling behind the class norm. It involves some developmental aspects in that this is the time when most young children learn to read. The suggested strategies for home and school will help him move through this block to achieve appropriate developmental tasks. The case involves some preventive aspects because Joey has been exposed to a collaborative problem-solving process that includes his awareness that problems can be solved.

# References


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Brulle, A.R., T.C. McIntyre, J.S. Mills. School phobia: Its educational implications. *Elementary School Guidance and Counselling, 1985. 20(1), pp. 19–25.*

Egan, G. *The skilled helper.* Third edition. Monterey, California: Brooks/Cole Publishing Company, 1986.

Ellis, A. *The art and science of love.* Revised edition. New York: Lyle Stuart and Bantam, 1969.

Glasser, W. *Reality therapy.* New York: Harper & Row, 1965.

Piaget, J., B. Inhelder. *The psychology of the child.* New York: Basic Books, 1969.

Samis, K, J. Allan, F. Echols. Elementary school counsellors' perceptions of their current and ideal role with parents and families. *Canadian journal of counselling,* 1993. 27(4), pp. 249–262.

Schultz, W.E., Revision Editor. *Guidelines for ethical behaviour of the Canadian Guidance and Counselling Association.* Ottawa: CGCA, 1989.

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# Appendices

## Appendix A

### Cluster Groupings of Elementary School Counselling Tasks.

(M.A. Thesis by Linda Chorney, Department of Educational Psychology, University of Alberta, 1994)

| Cluster 1 Individual Counselling/Crisis: |
|---|
| • Assist students who are suicidal<br>• Crisis counselling<br>• Individual counselling — personal problems<br>• Individual counselling — peer relations<br>• Individual counselling — bereavement<br>• Individual counselling — teacher conflicts<br>• Individual counselling — divorce<br>• Addiction counselling<br>• Play therapy. |
| Cluster 2 Individual Counselling/Assisting in Skill Development: |
| • Anger management<br>• Behaviour management techniques re: individual students<br>• Assist students to open up about abuse<br>• Assist students to develop communication skills<br>• Deal with out-of-control students<br>• Assist students to be assertive<br>• Assisting children re: time management skills<br>• Affective education counselling<br>• Staff/parent counselling re: personal problems<br>• Assist victims of sexual assault in preparing for court. |
| Cluster 3 Group Counselling: |
| • Small group counselling – peer relations<br>• Meet with individual parents re: behaviour problems<br>• Group counselling re: self-esteem<br>• Small group counselling – coping strategies re: divorce<br>• Coach students with academic problems<br>• Small group counselling – death<br>• Group counselling re: chemical dependency in family<br>• Family counselling. |

| Cluster 4 Classroom-related Activities: |
| --- |
| • Classroom delivery of modules such as friends/social skills/death/abuse prevention<br>• Classroom counselling – prosocial skills<br>• Co-counselling in family intervention<br>• Classroom counselling – health education<br>• Classroom counselling – personal safety programs. |
| Cluster 5 Contact with Outside Programs: |
| • Refer students and families for individual counselling<br>• Planning and booking speakers on health and guidance topics<br>• Arrange for human sexuality programs<br>• John Howard program<br>• Seventh Step Program<br>• Junior Achievement Program. |
| Cluster 6 Contact with Outside Agencies: |
| • Network with social services<br>• Network with school board consultants<br>• Work with police<br>• Work with public health<br>• Sit on local interagency committee<br>• Member of local learning disabilities association<br>• Liaison between hospital and school<br>• Sit on district child abuse prevention society<br>• Chair mental health funded programs<br>• Sit on board of local boy's and girl's club. |
| Cluster 7 Group Training: |
| • Behaviour management techniques re: class<br>• Coordinate positive behaviour plan<br>• Parent sessions – parenting strategies<br>• Conflict training management sessions<br>• Resource person for teachers re: self-esteem programs, prosocial skills programs<br>• Organize student conflict management teams<br>• Peer support training sessions. |

| Cluster 8 In-school Education Programs: |
| --- |
| • Helping students and parents with transition to junior high<br>• Study skills program<br>• Classroom observation (of students)<br>• Assist teachers/parents with placement options for junior high<br>• Programming for special needs students<br>• Career counselling<br>• Study buddy program. |
| Cluster 9 School committees/Work within Organization: |
| • Consultative role to administration<br>• Case conference<br>• Attend parent-teacher-student conferences<br>• Critical response team<br>• Referral agent for special testing<br>• Attend monthly counsellor meetings<br>• Staff development<br>• Provide assistance to new counsellors<br>• Sit on school discipline committee<br>• Help with professional development committees<br>• Career education day<br>• Coordinate meetings for parents<br>• Coordination of district-wide testing. |
| Cluster 10 Testing: |
| • Individual testing – intelligence<br>• Individual testing – diagnostic<br>• Individual testing – perception<br>• Testing of special needs students<br>• Psycho-educational assessments. |

# Appendix B

## Elementary Counselling Needs Assessment

Please circle your position: Parent Teacher Administrator Classified Staff

Other_____

1. Have you, or a student under your care, used the services of the school counsellor?

   _____yes _____no

2. Has the assistance received by you or the student been useful?

   _____yes _____no

   Please explain:_____

   _____

   _____

3. My main concern is _____

   _____

   _____

4. Below are a number of items related to school counsellors' activities. Please circle the number which best indicates how much you think is needed. If you are not sure of the service, please refer to the information sheet.

**Counsellor's Activities**

| | | least | | | | most |
|---|---|---|---|---|---|---|
| 1. | Affective education (classroom level) | 1 | 2 | 3 | 4 | 5 |
| 2. | Health curriculum support | 1 | 2 | 3 | 4 | 5 |
| 3. | Small group counselling | 1 | 2 | 3 | 4 | 5 |
| 4. | Individual/personal counselling | 1 | 2 | 3 | 4 | 5 |
| 5. | Consultation with teachers | 1 | 2 | 3 | 4 | 5 |
| 6. | Consultation with parents | 1 | 2 | 3 | 4 | 5 |
| 7. | Consultation with students | 1 | 2 | 3 | 4 | 5 |
| 8. | Consultation with other professionals | 1 | 2 | 3 | 4 | 5 |
| 9. | Peer support | 1 | 2 | 3 | 4 | 5 |
| 10. | Information presentations/seminars | 1 | 2 | 3 | 4 | 5 |
| 11. | Psycho-educational assessment | 1 | 2 | 3 | 4 | 5 |
| 12. | Other_____ | 1 | 2 | 3 | 4 | 5 |

Thank you for taking the time to answer these questions. *This page is reproducible.*

# Information Sheet to Accompany the Elementary Counselling Needs Assessment

Below is a description of services presently available from the counselling program. You may wish to use this as a reference when completing the survey.

**Counselling Services Available**

## 1. Affective Education Programs

- Self-esteem
- Decision making
- Conflict management
- Friendship
- Cooperation
- Communication skills
- Study skills

## 2. Health Curriculum Support

- Self-awareness
- Relating to others
- Career awareness
- Personal safety
- Human sexuality

## 3. Small Group Counselling

- Problem-solving strategies
- Conflict resolution
- Emotional support groups (loss, divorce, family issues)
- Prosocial skills
- Self-esteem
- Assertiveness training
- Study skills

## 4. Individual Counselling

- Personal
- Social
- School issues
- Crisis intervention

## 5. Consultation with Teachers

- Affective education
- Individual emotional/social/academic needs
- Behaviour and child management
- Individual program plans
- Interpretation of assessment results

## 6. Consultation with Parents

- Child development, progress and special needs
- Family issues
- Child management
- Individual program plans
- Interpretation of assessment results and recommendations

## 7. Consultation with Students

- Learning styles/needs
- Study/organizational strategies
- Orientation to new schools/programs
- Educational planning

## 8. Consultation with Other Professionals and/or Agencies

- Appropriate referrals to student services
- Appropriate referral to and liaison with outside agencies (e.g. Alberta Social Services, mental health professionals, medical professionals)

## 9. Peer Support

- Students helping students

## 10. Information (Written or Presentation Form)

- Study skills
- Parenting
- Discipline
- Stress management/coping skills
- Learning and behaviour difficulties
- Child development

## 11. Psycho-educational Assessment

- Group and individual intellectual ability testing to identify learning strengths, weaknesses and individual needs for programming or placement.
- Other psycho-educational testing to establish academic levels and needs.
- Interpretation and recommendations to assist with program planning.
- Completion of relevant forms for support services, special funding and/or special class placement.

## Guidance and Counselling
## Elementary Student Questionnaire

**Draw a line through the face that best tells how you feel**

1. Has the school helped you learn how to get along with other children?

2. Has the school helped you learn how to get along with adults?

3. Has the school helped you learn how to make decisions?

4. Do you know what things you do really well?

5. Do you know what things you might need help with?

6. Has the school helped you learn how to study?

7. When you have problems that you cannot solve, do you know how to get help from someone at your school?

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8. Do you know how to get help with your school work at your school?

9. Do you get help when you need it at school?

10. Have you ever met or spoken with your counsellor?

11. How do you feel while you're at school?

12. How do you feel about working with the other children in your class?

13. How do you think the other children feel about you?

14. The most important thing(s) a counsellor could do for me would be

_____

_____

_____

*Thank you*

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# Appendix C

## Counsellor Program Plan (CPP) Example

This is a sample of selected monthly goals. In a school, this would be more comprehensive.

**Annual Counselling Program – CPP**

**Year: 1993–94 Counsellor: Ms Smith**

**School: Alberta Elementary Grades: ECS to 6**

**Major Program Goals**:

- To focus on presenting and reinforcing the development of appropriate prosocial skills in a consistent manner on a school-wide basis
- To address a concern about student conflict and its resolution in a way that is constructive and gives responsibility to the students
- To develop a model to teach children about personal responsibility in regard to feelings.

| Month | Activity & Timeline | Evaluation |
|---|---|---|
| **September** | Planning for major initiatives with the administrative team – end Sept. 30th. | Plans for prosocial skills program are written. Posters are prepared for the first three school-wide skills. |
| **October** | Set up peer support programs. Meet with the teacher coordinators and plan student meetings– end Oct. 15th | Student applications are processed and teams are ready to begin training. |
| **November** | Prepare for parent-teacher-student conferences – end Nov. 21st | All conferences are planned and data on student referrals, programs, etc., has been gathered in preparation for the meetings. |
| **December** | Evaluate prosocial skills program | Collect data from anecdotal records, office records and send parent questionnaires. |
| **January** | Coordinate health curriculum programs | Resources are ordered and parent information evenings are planned and advertised. |
| **February** | Review and adjust program plans for special needs students | The student support team has met and adjustments are documented and discussed. |
| **April** | Bicycle safety initiative | Speakers are booked and students have completed questionnaires. |
| **May** | Orientation groups are set up for junior high and Grade 1 | Grade 6 students have visited the junior high and ECS students have visited Grade 1. |
| **June** | Evaluate program | Program evaluations are collected and data compiled. |

## Program activities

- Individual and group counselling
- Psycho-educational assessment
- Parent/teacher consultation
- Coordination and teaching of affective education programs
- Peer support training and coordination of projects
- Inservice
- Coordination with other agencies/professionals

## Measurement of outcomes –

1. A drop in the number of detentions because of the prosocial skills that were presented in the school-wide program
2. Parent reports of behavioural change
3. Data collection of each individual case and group meetings to record measurable differences.

## Year-end comments:

# Appendix D

## Sample Interview Format

This form is adapted from *The Children's Life-style Guide* by Donald Dinkmeyer and Don Dinkmeyer, Jr.

Name:_____ Age:_____

School:_____ Grade:_____

Birthdate:_____

Gender:_____

1. Name all the children in your family. Tell their age and grade in school:

_____

_____

_____

2. Name the family pets:

_____

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3. If you had your choice, would you go to school or stay at home? What makes you say that?

_____

_____

4. What is your favorite subject?_____

Why?_____

5. What is your least favorite subject?_____

Why?_____

6. If you had three wishes, what would they be?

a)_____

b)_____

c)_____

7. What are some of the things you are afraid of?

_____

Why?_____

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# Appendix E

## Student Data Collection

Forms to record skill practice and counselling

Name: _____

Date: from: _____ to: _____

Skill: _____

Who did I try this with? _____

When? _____

What happened? _____

Circle one — I am: *happy* *O.K.* *sad* about how this worked.

The next time I will _____

### Data form – Record of counselling

Name: _____ Date: _____

Skill to be practised _____

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

1. I can now do this skill yes no
2. I need more help yes no

   I need help to _____

   _____

3. Other places I can use this skill _____

   _____

Signed: _____

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# Appendix F

## Counselling Outcomes

Student's name: _____

Grade: _____ Age: _____

Presenting problem: _____

_____

_____

_____

Interview with parent(s): _____

_____

_____

_____

Interview with teacher(s): _____

_____

_____

_____

_____

Counselling goals: _____

_____

_____

_____

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Strategies:_____

_____

_____

_____

_____

_____

_____

Issue status?_____

_____

_____

_____

What worked?_____

_____

_____

What changes took place in the presenting problem? (Be specific)

_____

_____

_____

_____

_____

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# Appendix G

## Peer Programs

**Peer Support**

Peer support is a peer helper program that is used effectively at all school levels.

**Peer Support Provides:**

- services to students in the school community
- opportunities for team members to develop new skills
- a means of improving the overall school climate.

The peer support team is often composed of Grade 5 and 6 students and staff members who train the students and coordinate the program. Peer support team members should receive training in communication skills, decision-making, problem-solving and organizational skills.

**Peer-support Services:**

- Peer tutor
- Playground buddy
- Welcome new students
- Conflict managers
- Increasing a positive atmosphere at school by warm fuzzy messages (fuzzy grams) for positive statements, etc.
- Assisting with a school-wide prosocial development program by performing skits and role plays at assemblies or in classrooms to model the skill to be learned.

## Conflict Management

Conflict management is a positive alternative to discipline. The conflict management team is composed of Grade 5 and 6 students plus staff members who train the students and coordinate the program. The students are trained in communication and problem-solving skills and are given a specific procedure to deal with interpersonal conflict. The team members deal only with interpersonal conflict. After each dispute is settled, a form is completed to indicate the nature of the resolution. The majority of the team's work is done by the students.

# Appendix H

## Crisis Intervention Team

Counsellors in many Alberta school jurisdictions are part of Critical Intervention Teams to assist school populations to deal with death of a student or staff member, whether non-suicidal or suicidal. The impact of these events affects individuals as well as the educational process. A procedure has been developed whereby the team can spring into action as soon as contact is made.

**School-based Decisions**:

- Contact the Critical Response Team
- initiate a chain call to staff members
- begin and end the day with a staff meeting where the administration reveals known facts as they are available
- arrange for substitute teachers for administration and/or counselling and/or other staff
- schedule special events of the day
- print the special schedule and distribute to staff
- send a written message to parents outlining what has happened
- decide the location of the crisis center
- meet with students by homeroom or at grade levels
- decide who will run the students/staff meetings
- access community resources such as clergy or Family Community Social Services (FCSS)
- relieve secretaries from telephone answering
- designate a spokesperson to deal with the media
- decide who will visit the victim's home
- decide when a memorial service will be held at school.

Counsellors are to acquaint themselves with their jurisdiction's procedures to be fully part of the team.

# Appendix I

**Guidelines for Class Meetings:**

- Concentrate on the positive. Deal with the negative and do it in a brief, constructive way. Encourage children to think of positive and acceptable solutions
- Focus on one issue at a time
- Discuss the issue when the children are calm, rather than during the conflict
- Involve the students in developing a routine. Ask for their ideas. If the children cannot come up with ideas, you can give some choices from which they can choose to start the discussion. Keep the options relevant
- Encourage participation and welcome contributions
- Once the children have a thorough understanding of the process and of the leader's role, begin to let the students rotate the role of leader for the meeting.

# Appendix J

## Incomplete Sentences

1. Today I feel_____because_____

_____

2. My parents_____
3. My classmates _____
4. At school I usually_____
5. I like_____
6. I dislike _____
7. My hobbies are _____
8. My favorite TV show is_____
9. My looks _____
10. My favorite subject is _____
11. My least favorite subject is _____
12. I am afraid _____
13. My family _____
14. My dream _____
15. Friends_____

*This page is reproducible.*

# Appendix K

## Workbook-type Exercises

**Sample A** **Six Wishes**

1. If you could have any kind of world to live in, what kind of world would it be?

   _____

   _____

2. If you could have any kind of family, what kind of family would it be?_____
   Who would be in it? _____

3. If you could have anyone in the world for a friend, who would it be? _____
   Explain why _____

   _____

4. If you could be anything or anybody you wanted, what or who would you be?
   Why? _____

5. If there was one thing you could do all day long without stopping, what would it be?_____
   Why? _____

6. If you could pick your dream at night, what would it be?

   _____

   _____

*This page is reproducible.*

**Sample B** **Something Good That Happened at School This Week**

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

**Sample C** **What I Did Today**

Today is _____

**In the classroom**

1. I worked by myself _____
2. I joined in a group to work _____
3. I got to work with someone I chose _____
4. A classmate asked me to work in a group _____
5. Today I would like to work with _____

**On the playground**:

1. I played by myself at recess _____
2. I asked to join in a game _____
3. Someone asked me to play with them _____
4. Today I would like to play with _____

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# Appendix L

## Publisher Addresses for Resource Section (Part IV)

Customer Services and Sales
Learning Resources Distributing Centre
(LRDC)
12360 – 142 Street
Edmonton, Alberta
Canada T5L 4X9
Telephone: (403) 427–2767
FAX: (403) 422–9750

**The Assist Series Manuals**
Order from: Pat Huggins
7042 N. Mercer Way
Mercer Island, WA 98040
Telephone: (206) 232–9487

**Be a Better Student by Darlene Mannix**
Order from: The Center for Applied Research
West Nyack, N.Y.
U.S.A., 10995

**Bereavement - Are You Sad, Too?**
Order from: ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061–1830
U.S.A.

**Classroom Discussion Series**
Order from: Guidance Centre
252 Bloor Street West
Toronto, Ontario
Canada, M5S 1V5
Telephone: (416) 926–4707
FAX: (416) 926–4725

**Counselling Children & Groups : Process & Practice**
Order from: Brooks/Cole Publishing Company
Wadsworth, Inc.
Belmont, CA.
94002, U.S.A.

**Creative Conflict Resolution by W.J. Kreidler**
Order from: Good Year Books
Department GYB
1900 East Lake Avenue
Glenview, Illinois 60025
U.S.A.

**Developing Understanding of Myself and Others (DUSO) Revised Edition**
Order from: American Guidance Service, Inc.
Circle Pines, Minn.
U.S.A., 55014

**Energizers and Icebreakers by Elizabeth Sabrinsky Foster**
Order from: Educational Media Corporation
P.O. Box 21311
Minneapolis, MN
U.S.A., 55421

**Esteem Builders by Dr. M. Borba**
Order from: James Battle and Associates, Ltd.
#406, Edwards Building
10053 – 111 Street
Edmonton, Alberta, Canada
T5K 2H8
Telephone: (403) 488–1362

**Group Counselling by Greg Brigman & Barbara Early**
Order from: Western Educational Activities Ltd.
10929 – 101 Street,
Edmonton, Alberta
T5H 2S7, Canada
Telephone: (403) 429–1089
Fax: (403) 426–5102

**100 Ways to Enhance Self-Concept in the Classroom. Second Edition.**

Order from: Longwood Division, Allyn & Bacon
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P.O. Box 10695
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FAX: (519) 725–3118

**Options – Guidance Series**

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Canada, R3A 0X8

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Order from: Your nearest AADAC office
or Edmonton Regional Office
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Edmonton, Alberta
Telephone: (403) 427–4267

**Skill-streaming in Early Childhood/Elementary School Child and Peer Mediation**

Order from: Research Press
60 Rankin Street
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Telephone: 1–800 265–3375
FAX: (519) 747–0060
or order from the LRDC.

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